

Rubric for Evaluating Colorado Teachers

Note: Changes to the Rubric: Read below

Throughout the 2012-13 school year, the Colorado Department of Education has monitored the usability, fairness, and credibility of the teacher and principal evaluation materials and processes. We are currently engaged in examining data collected from our pilot sites to determine whether other issues need to be addressed prior to the pilot test that will be conducted during the 2013-14 school year. The results of that analysis may require additional changes to this draft rubric. The final rubric and users' guide will be posted on the CDE website by August 15th.

This draft represents several changes to our evaluation approach and to the content of the rubric. Key changes are highlighted here:

1. The current rubrics have been shortened in response to feedback from nearly all participants that it felt overwhelming and intimidating due to its size.
2. The language of the professional practices has been made more specific in order to be clearer and more concise in setting performance expectations.
3. Redundancies have been eliminated.
4. Most non-observable professional practices (in the teacher rubric) have been eliminated from Standards 1, 2, and 3 because many of the pilot site participants indicated they believed them to be biased or unfair.
5. The lowest category on the rubric has been changed to "Basic." See explanation below.

The most important change to the rubric involves the "Not Evident" column. Even after the above changes 1-4 were made, feedback session participants indicated that the "Not Evident" rating level was confusing. They reported confusion related to the double-negative involved in determining what to check and confusion surrounding the fact that marking items in the "Not Evident" column was not desirable, while marking them in all other columns was desirable. For those and other reasons, CDE has changed the title of the "Not Evident" column to "Basic". Along with the name change comes a change in the scoring process. "Basic" items are marked scored exactly as all of the other rating levels. This eliminates the double negatives and dual scoring rules. We believe this important change will result in fairer, more reliable, and more easily understood ratings for teachers.

To learn more about this change there will be a question and answer session with Jean Williams on July 10th, at 9:00 a.m. dial 1.866.305.5704. Prior to the conference call please email your questions to Jean Williams at Williams_j@cde.state.co.us.

Rubric for Evaluating Colorado Teachers

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix A). Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.				
The teacher: Delivers lesson plans that reflect: <ul style="list-style-type: none"> ○ Daily review and revision. ○ Instructional objectives appropriate for students. ○ Explicit connections to specific learning objectives and approved curriculum. 	... and The teacher: Delivers lesson plans based on: <ul style="list-style-type: none"> ○ Students' needs. ○ Colorado Academic Standards. ○ District's plan of instruction. ○ Stated learning objectives. 	... and The teacher: <ul style="list-style-type: none"> ○ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum. 	... and Students: <ul style="list-style-type: none"> ○ Interact with rigorous and challenging content. ○ Perform at a level consistent with or above expectations. 	... and Students: <ul style="list-style-type: none"> ○ Discuss strengths and next steps regarding their learning with their teachers.
Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by ALL TEACHERS.				
The teacher: <ul style="list-style-type: none"> ○ Demonstrates an understanding of literacy content and skills. ○ Emphasizes literacy connections while teaching content. 	... and The teacher: Makes complex reading accessible to students by: <ul style="list-style-type: none"> ○ Adjusting literacy resources (text) to students' instructional skill levels. ○ Integrating literacy skills and knowledge into a balanced lesson. ○ Providing content relevant to student interests. 	... and The teacher: Provides instruction that enhances students': <ul style="list-style-type: none"> ○ Critical thinking and reasoning. ○ Information literacy. ○ Literacy skill development. 	... and Students: Meet or exceed expectations for: <ul style="list-style-type: none"> ○ Oral communication. ○ Critical thinking skills. ○ Problem solving skills. ○ Literacy skills. 	... and Students: Apply literacy skills: <ul style="list-style-type: none"> ○ Across academic content areas. ○ To access and understand complex materials.

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by ELEMENTARY TEACHERS responsible for teaching language arts and/or reading.				
The teacher: <input type="radio"/> Emphasizes literacy connections while teaching content other than reading, English, or language arts.	... and The teacher: Integrates literacy skills into lessons and assignments across subject areas, including: <input type="radio"/> Phonological awareness. <input type="radio"/> Phonics. <input type="radio"/> Vocabulary. <input type="radio"/> Comprehension. <input type="radio"/> Fluency. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening skills. Engages students in instruction that is: <input type="radio"/> Purposeful. <input type="radio"/> Explicit. <input type="radio"/> Systematic.	... and The teacher: Provides literacy instruction that is: <input type="radio"/> Needs-based. <input type="radio"/> Of sufficient intensity and duration to accelerate learning.	... and Students: Apply literacy skills (reading, writing, speaking, and listening): <input type="radio"/> Across academic content areas. <input type="radio"/> To new/unfamiliar material. <input type="radio"/> To understand complex materials. <input type="radio"/> While communicating with peers and staff during the school day. <input type="radio"/> Outside the classroom.	... and Students: Exceed expectations in: <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Speaking <input type="radio"/> Listening
This section describes professional practices that should be demonstrated by SECONDARY TEACHERS responsible for teaching English, language arts and/or reading.				
The teacher: <input type="radio"/> Teaches and provides opportunities for students to apply literacy skills	... and The teacher: Integrates literacy skills into lessons and student learning opportunities, including: <input type="radio"/> Vocabulary. <input type="radio"/> Comprehension. <input type="radio"/> Fluency. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening skills. Engages students in instruction that is: <input type="radio"/> Purposeful. <input type="radio"/> Explicit. <input type="radio"/> Systematic.	... and The teacher: Provides instruction that is: <input type="radio"/> Needs-based. <input type="radio"/> Of sufficient intensity and duration to accelerate learning.	... and Students: Apply literacy skills (reading, writing, speaking, and listening): <input type="radio"/> Across academic content areas. <input type="radio"/> To new/unfamiliar material. <input type="radio"/> To understand complex materials. <input type="radio"/> While communicating with peers and staff during the school day.. <input type="radio"/> Outside the classroom.	... and Students: Exceed expectations in: <input type="radio"/> Reading. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.				
This section describes professional practices that should be demonstrated by ALL TEACHERS.				
The teacher: <ul style="list-style-type: none"> Includes relevant math concepts in discussions that do not have math as the primary focus. Promotes and encourages students to make explicit math connections across content. 	The teacher: <ul style="list-style-type: none"> Emphasizes to students why they need to learn math content and skills. Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas 	The teacher: <ul style="list-style-type: none"> Emphasizes interdisciplinary connections to math. Models mathematical thinking. 	Students: <ul style="list-style-type: none"> Share ideas and solutions to challenging problems. Use the language of math to talk about what they are doing. 	Students: <ul style="list-style-type: none"> Interpret mathematical information in ways that make it relevant to their learning.
This section describes professional practices that should be demonstrated by ALL TEACHERS responsible for teaching math.				
The teacher: Focuses math instruction beyond: <ul style="list-style-type: none"> Recall of facts. Development of computational skills. Math as a series of rote procedures. Models: <ul style="list-style-type: none"> Appropriate mathematical communication. A variety of mathematical practices. 	The teacher: Presents concepts: <ul style="list-style-type: none"> In sequence. In a manner appropriate to students' age and grade. Helps students understand mathematics as a discipline. Provides a balance of teaching for conceptual understanding and teaching for procedural fluency. 	The teacher: Establishes an effective mathematics environment by: <ul style="list-style-type: none"> Challenging students to think deeply about the problems. Requiring students to explain their solutions. Posing questions that stimulate students' curiosity and encourage them to investigate further. Actively engaging students in doing math. Using real-world examples for problems whenever possible. 	Students: <ul style="list-style-type: none"> Solve problems in a variety of ways. Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher. 	Students: <ul style="list-style-type: none"> Recognize when they make procedural errors and take steps to correct them. Expand their learning by using mathematical concepts in subjects other than math.
<ul style="list-style-type: none"> Professional Practice is Observable during a classroom observation. Professional Practice is Not Observable during a classroom observation. 				

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. ○ Uses instructional materials that are accurate, appropriate, and relevant for the lesson being taught. ○ Employs a variety of instructional strategies to address student needs. 	<p>... and</p> <p>The teacher:</p> <p>Provides explanations of content that are:</p> <ul style="list-style-type: none"> ○ Accurate. ○ Clear. ○ Concise. ○ Comprehensive. 	<p>... and</p> <p>The teacher:</p> <p>Embeds activities in the lessons that require use of:</p> <ul style="list-style-type: none"> ○ A variety of explanations and multiple representations of concepts and ideas. ○ A variety of inquiry methods to explore new ideas and theories. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Develop a variety of explanations and multiple representations of concepts. ○ Build on the skills and knowledge learned to engage in more complex concepts, ideas, and theories. <p>Use a variety of inquiry tools and strategies to:</p> <ul style="list-style-type: none"> ○ Learn content. ○ Understand central concepts. ○ Answer complex questions. ○ Problem solve. 	<p>... and</p> <p>Students routinely:</p> <ul style="list-style-type: none"> ○ Choose challenging tasks and instructional materials. ○ Apply newly learned content skills to unique situations and different disciplines. ○ Discuss ideas and content that are intellectually challenging to them.
Element e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Emphasizes key concepts and connects them to other powerful ideas within the content area. ○ Connects lessons to other disciplines and/or content areas. 	<p>... and</p> <p>The teacher:</p> <p>Establishes and maintains environment and uses instructional strategies that:</p> <ul style="list-style-type: none"> ○ Articulate content and interdisciplinary connections. ○ Integrate literacy skills across content areas. 	<p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Carefully and clearly develops, clarifies, and elaborates on interdisciplinary connections for students. ○ Employs instructional strategies that include literacy, numeracy, and language development across content areas. 	<p>... and</p> <p>Students: Make connections between:</p> <ul style="list-style-type: none"> ○ Prior learning and the current lesson. ○ Other disciplines and/or content areas and the current lesson. ○ Apply literacy (reading, writing, speaking, and listening) and math skills across academic content areas. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with to other disciplines.
<p>○ Professional Practice is Observable during a classroom observation.</p> <p>□ Professional Practice is Not Observable during a classroom observation.</p>				

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Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.				
The teacher: Selects instructional materials and strategies based on their: <ul style="list-style-type: none"> ○ Relevance. ○ Central contexts. ○ Foundational evidence base. ○ Links lessons to students' prior knowledge. ○ Encourages and provides opportunities for students to make connections to prior learning. 	The teacher: Delivers lessons and units and uses instructional strategies that: <ul style="list-style-type: none"> ○ Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. ○ Provides supports that facilitate engagement. 	The teacher: <ul style="list-style-type: none"> ○ Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered. ○ Provides opportunities for students to self-select tasks that accelerate their learning. 	Students: <ul style="list-style-type: none"> ○ Interact with materials that are relevant to them. ○ Ask questions and solving problems that are relevant to them. ○ Make connections between their background knowledge and new learning. 	Students: <ul style="list-style-type: none"> ○ Self-select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels).		Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.		

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				
The teacher: <ul style="list-style-type: none"> Creates a classroom environment conducive to learning. 	... and The teacher creates a classroom environment that features: <ul style="list-style-type: none"> Mutual respect. Positive relationships between and among students. Empathy for each student. 	... and The teacher: <ul style="list-style-type: none"> Creates a classroom environment which values diverse perspectives. Establishes a nurturing and caring relationship with each student. 	... and Students: <ul style="list-style-type: none"> Respect their classmates and teacher(s). 	... and Students: <ul style="list-style-type: none"> Engage in respectful and open dialogue with each other and their teacher.
Element b: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				
The teacher creates a classroom environment in which diversity is: <ul style="list-style-type: none"> Respected. Used to further student learning. 	... and The teacher: <ul style="list-style-type: none"> Uses instructional approaches and materials that reflect students' backgrounds. Acknowledges the value of each student's contributions to the quality of lessons. Is sensitive and welcoming to diverse family structures. 	... and The teacher establishes processes that result in: <ul style="list-style-type: none"> A strong sense of community among students. Effective interactions among students. Respect for individual differences. Positive social relationships. Common goals for all students. 	... and Students: <ul style="list-style-type: none"> Respect the backgrounds of fellow students. 	... and Students: <ul style="list-style-type: none"> Actively seek a variety of perspectives to complete group assignments.
Element c: Teachers engage students as individuals with unique interests and strengths.				
The teacher: <ul style="list-style-type: none"> Implements lessons that reflect student interests. 	... and The teacher: <ul style="list-style-type: none"> Uses results of student interest inventories to design lessons and materials. Encourages students to expand and enhance their learning. Acknowledges students for their accomplishments. 	... and The teacher: <ul style="list-style-type: none"> Asks appropriately challenging questions of all students. Scaffolds questions. Gives wait time equitably. Ensures that all students participate in class activities. 	... and Students: <ul style="list-style-type: none"> Actively engage in classroom activities. Discuss content and make connections between current lesson and their interests. 	... and Students: <ul style="list-style-type: none"> Encourage fellow students to participate and challenge themselves. Actively engage in collaborative learning and group processes.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element d: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.				
The teacher: <input type="radio"/> Adapts lesson plans to address individual student needs. <input type="checkbox"/> Implements recommendations of specialists and colleagues to address student needs.	... and The teacher: <input type="checkbox"/> Designs instruction to address learning needs of all students. <input type="radio"/> Monitors the quality of student participation and performance.	... and The teacher: <input type="checkbox"/> Solicits input from colleagues to understand students' learning needs. <input type="radio"/> Uses multiple strategies to teach and assess students. <input type="radio"/> Challenges and supports students to learn to their greatest ability.	... and Students: <input type="radio"/> Advocate for themselves. <input type="radio"/> Articulate their learning needs to their teacher and/or parent.	... and Students: <input type="radio"/> Apply coping skills to classroom situations. <input type="radio"/> Share coping strategies with fellow students. <input type="radio"/> Help fellow classmates by offering support.
Element e: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.				
The teacher: <input type="radio"/> Establishes a classroom environment that is inviting to families and significant adults.	... and The teacher: <input type="radio"/> Maintains respectful relationships with students, their families, and/or significant adults. <input type="checkbox"/> Uses a variety of methods to initiate communication with families and significant adults.	... and The teacher: <input type="checkbox"/> Provides clear and accurate feedback to parents regarding student needs and progress. <input type="checkbox"/> Coordinates flow of information between families and colleagues who provide student services.	... and Students: <input type="radio"/> Communicate freely and openly with teachers. Families and Significant Adults: <input type="checkbox"/> Discuss student performance with the teacher. <input type="checkbox"/> Participate in school-based activities.	... and Families and Significant Adults: <input type="checkbox"/> Partner with the teacher to support student strengths and address next steps for learning.
Element f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.				
The teacher: <input type="radio"/> Provides clear expectations to guide student classroom behavior. <input type="radio"/> Holds students accountable for adherence to school and/or class rules.	... and The teacher: <input type="radio"/> Puts procedures in place to maximize instructional time.	... and The teacher: <input type="radio"/> Makes maximum use of instructional time. <input type="radio"/> Maintains a safe and orderly environment.	... and Students: <input type="radio"/> Stay on task during class periods. <input type="radio"/> Work without interruption <input type="radio"/> Abide by school and class rules.	... and Students: <input type="radio"/> Accept responsibility for their behavior and use of time. <input type="radio"/> Help other students stay on task.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels).	Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
The teacher: <input type="radio"/> Differentiates instruction. <input type="radio"/> Modifies content to assure that students are able to work at their ability levels.	... and The teacher: <input type="radio"/> Studies recent/current research to expand personal knowledge of how students learn. <input type="radio"/> Builds on the interrelatedness of students’ intellectual, social, and emotional development.	... and The teacher: <input type="radio"/> Applies knowledge of current developmental science to address student needs. <input type="checkbox"/> Collaborates with colleagues with experience in developmental science to improve the quality of lessons.	... and Students: <input type="radio"/> Seek materials and resources appropriate for their personal approach to learning.	... and Students: Seek to understand: <input type="radio"/> How they learn best. <input type="radio"/> Where their time and efforts are best used.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element b: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.				
The teacher: <input type="checkbox"/> Uses assessment results to guide adjustments to instruction. <input type="radio"/> Has explicit student outcomes in mind for each lesson.	... and The teacher: <input type="radio"/> Instructs and assesses required skills. <input type="radio"/> Aligns instruction with academic standards and student assessment results. <input type="radio"/> Monitors instruction against student performance and makes real-time adjustments.	... and The teacher: <input type="radio"/> Encourages students to take academic risks. <input type="radio"/> Makes sure students meet learning objectives while increasing mastery levels.	... and Students: <input type="radio"/> Monitor their level of engagement. <input type="radio"/> Confer with the teacher to achieve learning targets.	... and Students: Initiate activities to: <input type="radio"/> Address their learning strengths and next steps. <input type="radio"/> Take academic risks.
Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.				
The teacher: <input type="radio"/> Incorporates evidence-based strategies into lessons.	... and The teacher: <input type="radio"/> Makes connections between student data and research-based practices.	... and The teacher: <input type="radio"/> Individualizes instructional approach to meet unique needs of each student.	... and Students: <input type="radio"/> Embrace new and unique ways of learning as they are introduced through research-based lessons.	... and Students: <input type="radio"/> Apply skills and knowledge learned in the classroom.
Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.				
The teacher: <input type="radio"/> Uses available technology to facilitate classroom instruction.	... and The teacher: <input type="radio"/> Employs strategies and procedures to ensure that students have equitable access to available technology. <input type="radio"/> Monitors the use of available technology in the classroom.	... and The teacher: Uses available technology to: <input type="radio"/> Enhance student learning. <input type="radio"/> Develop students' knowledge and skills. <input type="radio"/> Enhance creative and innovative skills. <input type="radio"/> Provide engaging and motivating learning experiences.	... and Students: <input type="radio"/> Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology. <input type="radio"/> Produce creative and innovative products.	... and Students use available technology to: <input type="radio"/> Accelerate their learning. <input type="radio"/> Apply team building and networking skills. <input type="radio"/> Deepen critical thinking skills. <input type="radio"/> Communicate effectively.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Not Evident	Partially Proficient
Element e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.				
The teacher: <ul style="list-style-type: none"> ○ Has high expectations for all students. ○ Holds students accountable for their learning. 	... and The teacher: <ul style="list-style-type: none"> ○ Sets student expectations at a level that challenges students. ○ Incorporates critical thinking and problem-solving skills. 	... and The teacher: <ul style="list-style-type: none"> ○ Challenges all students to learn to their greatest ability. ○ Systematically and explicitly teaches higher-order thinking and problem-solving skills. ○ Ensures that students perform at levels meeting or exceeding expectations. 	... and Students: <ul style="list-style-type: none"> ○ Help set their learning objectives. ○ Apply higher-order thinking and problem-solving skills to address challenging issues. 	... and Students: <ul style="list-style-type: none"> ○ Monitor their progress toward achieving teacher's high expectations. ○ Seek opportunities to test their problem-solving and higher-order skills.
Element f: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
The teacher: <ul style="list-style-type: none"> ○ Includes all students in individual and group activities. 	... and The teacher plans lessons that: <ul style="list-style-type: none"> ○ Provide opportunities for students to participate using various roles and modes of communication. 	... and The teacher: <ul style="list-style-type: none"> ○ Flexibly groups students. ○ Adjusts team composition based on lesson objectives and student needs. ○ Varies group size, composition, and tasks to create opportunities for students to interact and learn from each other. 	... and Students: <ul style="list-style-type: none"> ○ Accept and fulfill their assigned roles within the team. ○ Assume leadership roles in their teams. 	... and Students: <ul style="list-style-type: none"> ○ Utilize group processes to build trust and promote effective interactions among team members. ○ Participate in teams in ways that build trust and ownership of ideas among team members.
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Not Evident	Partially Proficient
Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.				
The teacher: <input type="radio"/> Communicates effectively with students.	... and The teacher: <input type="radio"/> Models effective communication skills. <input type="radio"/> Encourages students to communicate effectively.	... and The teacher: <input type="radio"/> Teaches students to be effective communicators. <input type="radio"/> Provides opportunities for students to practice communication skills.	... and Students: <input type="radio"/> Apply effective written and oral communication skills in their work.	... and Students: <input type="radio"/> Use academic language in spoken and written work.
Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.				
There is inadequate evidence that the teacher: <input type="checkbox"/> Provides actionable feedback to students, families, and significant adults. <input type="radio"/> Involves students in monitoring their learning. <input type="radio"/> Assesses learning outcomes appropriately.	The teacher: <input type="checkbox"/> Implements appropriate strategies for assigning grades. <input type="checkbox"/> Evaluates student performance based on multiple measures. <input type="checkbox"/> Includes documentation of student progress toward mastery of state content standards in assessment plans.	... and The teacher: <input type="radio"/> Uses a variety of assessment methods. <input type="radio"/> Provides actionable, timely, specific and individualized feedback about the quality of student work. <input type="radio"/> Teaches students to use feedback in their learning.	... and Students: <input type="radio"/> Self-assess on a variety of skills and concepts. <input type="radio"/> Articulate their personal strengths and needs based on self-assessment. <input type="radio"/> Effectively use formal and informal feedback to monitor their learning.	... and Students assume ownership for : <input type="radio"/> Monitoring their progress. <input type="radio"/> Setting learning goals. <input type="radio"/> Applying teacher feedback to improve performance and accelerate their learning.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.		Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.		

Quality Standard IV: Teachers reflect on their practice.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
<p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes student data to inform instruction. <p>Uses data to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student learning. <input type="checkbox"/> Inform practice. 	<p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time. 	<p>... and</p> <p>The teacher applies knowledge of student learning, development, and growth to the development of :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans. <input type="checkbox"/> Instructional strategies. 	<p>... and</p> <p>The teacher Develops student learning plans based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple examples of student work. <input type="checkbox"/> Other data points. <input type="checkbox"/> Information gathered from students, families and significant adults, and colleagues. 	<p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students.
Element b: Teachers link professional growth to their professional goals.				
<p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements performance feedback from supervisor and/or colleagues to improve practice. <p>Actively engages in professional development focused on:</p> <ul style="list-style-type: none"> <input type="radio"/> Addressing student needs. <input type="radio"/> School and district initiatives. <input type="radio"/> Meeting professional goals. 	<p>... and</p> <p>The teacher:</p> <p>Engages in professional development activities based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Likelihood of having a positive impact on student learning. <input type="checkbox"/> Alignment with Colorado Academic Standards and school and district initiatives. <input type="checkbox"/> Current research. <input type="checkbox"/> Student needs. 	<p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for professional development that is evidence based and targeted toward improving student outcomes. <input type="checkbox"/> Applies knowledge and skills learned through professional development to professional practice. 	<p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Willingly tries new and different ways of teaching new skills. <input type="checkbox"/> Adapts teaching skills to meet student needs. 	<p>... and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and follows a long-term professional development plan.
<p><input type="radio"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p>				

Quality Standard IV: Teachers reflect on their practice.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers are able to respond to a complex, dynamic environment.				
The teacher collaborates with colleagues to: <ul style="list-style-type: none"> <input type="checkbox"/> Implement new ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Contribute to campus goals. 	... and The teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. 	... and The teacher initiates and leads collaborative activities with colleagues to: <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Support struggling and/or advanced/above grade level students. 	... and The teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a critical friend for colleagues, both providing and receiving feedback on performance. 	... and The teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
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Quality Standard V: Teachers demonstrate leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers demonstrate leadership in their schools.				
The teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities expected of all teachers. <input type="checkbox"/> Works collaboratively for the benefit of students and families. <input type="checkbox"/> Supports school goals and initiatives. 	... and The teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. 	... and The teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Leads school-based teams to leverage the skills and knowledge of colleagues and families. 	... and The teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Shares lessons learned with colleagues. <input type="checkbox"/> Confers with school administrators to improve teacher working and student learning conditions. 	... and The teacher initiates and leads collaborative activities that: <ul style="list-style-type: none"> <input type="checkbox"/> Partner with families to coordinate learning between home and school. <input type="checkbox"/> Share ideas to improve teaching and learning <input type="checkbox"/> Support struggling students.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

Quality Standard V: Teachers demonstrate leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
The teacher: <input type="checkbox"/> Shares expertise with colleagues. <input type="checkbox"/> Supports the work of colleagues. <input type="checkbox"/> Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering, and student learning.	... and The teacher collaborates with colleagues to: <input type="checkbox"/> Support student growth and development. <input type="checkbox"/> Provide input into policies and procedures that affect school climate and student learning. <input type="checkbox"/> Partner with families.	... and The teacher: <input type="checkbox"/> Leads professional growth and development activities whenever possible.	... and The teacher: <input type="checkbox"/> Participates in district-wide decision-making processes that impact the school community, including families.	... and The teacher: <input type="checkbox"/> Advocates for the inclusion of teachers and families in education and government decision-making processes.
Element c: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
The teacher: <input type="checkbox"/> Partners with every family to support student success.	... and The teacher: <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators to better address student, family, and school needs.	... and The teacher: <input type="checkbox"/> Contributes to in school and/or district committees to advocate for students and their families.	... and The teacher: <input type="checkbox"/> Advocates for students and the school to external agencies and groups.	... and The teacher: <input type="checkbox"/> Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements.
Element d: Teachers demonstrate high ethical standards.				
The teacher: <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Adheres to standards of professional practice.	... and The teacher: <input type="checkbox"/> Models ethical behavior, including honesty, integrity, fair treatment, and respect for others.	... and The teacher: <input type="checkbox"/> Maintains confidentiality of student, family, and fellow teacher interactions as well as student data.	... and The teacher: <input type="checkbox"/> Helps students understand the importance of ethical behavior as an individual and member of society. <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior.	... and Students: Demonstrate: <input type="checkbox"/> Honesty <input type="checkbox"/> Respect for others.
<input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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